



Communities That Care

# **Training of Process Facilitators**

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**Facilitating  
through  
Phase Two**

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**Participant's Guide**

**Module 4**

Module 4 .....	4—4
Module 4 goal .....	4—5
Objective .....	4—6
Milestones and Benchmarks .....	4—7
.....	4—8
Identifying Key Leaders .....	4—9
Milestone: Engage Key Leaders (positional and informal) .....	4—10
Engage Key Leaders (positional and informal) .....	4—11
Milestone: Develop a Community Board .....	4—12
Develop a Community Board .....	4—13
Community readiness for prevention .....	4—14
Community organization for the <i>Communities That Care</i> system .....	4—15
Work Group Descriptions .....	4—16
Stages of team development .....	4—17
Building protection: The Social Development Strategy .....	4—18

Milestone: Educate and involve the community in the <i>Communities That Care</i> process .....	4—19
Educate and involve the community .....	4—20
Community Board next steps .....	4—21
Next up .....	4—22



Slide 4-1



# Notes

## Module 4 goal

To provide the knowledge and skills necessary for facilitating the *Communities That Care* effort through Phase Two.

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Training of Process Facilitators

4-2



Slide 4-2

# Notes



Slide 4-3

## Objective

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Participants will be able to:

Help communities address Phase Two milestone and benchmark issues.



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4-3

# Notes

# Milestones and Benchmarks

## Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
Engage Key Leaders (positional and informal).	<p>Hold the Key Leader Orientation.</p> <p>Obtain formal Key Leader commitment.</p> <p>Identify the role of Key Leaders.</p> <p>Identify a Key Leader Board (a core group of Key Leaders).</p> <p>Develop a plan for communication between the Community Board and Key Leaders.</p> <p>Solicit Key Leader input on potential Community Board members.</p> <p>Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.</p>
Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	<p>Identify and recruit a diverse, representational group of potential Community Board members.</p> <p>Hold the Community Board Orientation.</p> <p>Ensure that Community Board members understand their roles and responsibilities.</p> <p>Establish an organizational structure (including leadership roles and committee and/or work-group structures).</p> <p>Define the Community Board's relationship with other coalitions and collaboratives.</p> <p>Develop a formal method of communication among the Coordinator, Community Board members and the Key Leader Board.</p> <p>Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.</p> <p>Develop a documentation mechanism for the <i>Communities That Care</i> process.</p>

# Milestones and Benchmarks

Milestones	Benchmarks
Educate and involve the community in the <i>Communities That Care</i> process.	<p>Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.</p> <p>Inform community members of the <i>Communities That Care</i> process.</p> <p>Develop mechanisms for involving community members.</p> <p>Create a plan for involving youth.</p> <p>Ensure that the Community Board has developed a process for ongoing communication with the community.</p> <p>Develop an orientation mechanism for new Key Leaders and Community Board members.</p>
The community is ready to move to Phase Three: Developing a Community Profile.	<p>Create an initial work plan and time line for Phase Three: Developing a Community Profile.</p> <p>Identify and secure the resources needed for Phase Three.</p>



## Identifying Key Leaders

- Positional Key Leaders—hold formal positions of power or influence
- Informal Key Leaders—well-respected community members who are viewed as leaders by individuals or community groups.



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4-4



Slide 4-4

# Notes



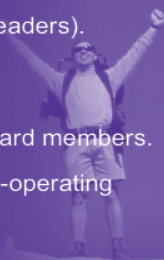
Slide 4-5

## Milestones: Engage Key Leaders (positional and informal).



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- Hold the Key Leader Orientation.
- Obtain formal Key Leader commitment.
- Identify the role of Key Leaders.
- Identify a Key Leader Board (a core group of Key Leaders).
- Develop a plan for communication between the Community Board and Key Leaders.
- Solicit Key Leader input on potential Community Board members.
- Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.



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4-5

# Notes

## Engage Key Leaders (positional and informal).

Assigned benchmark: \_\_\_\_\_

1. What are some potential issues community members may have when addressing this benchmark?

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2. Why would these issues have the potential to be significant?

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3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?

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## Slide 4-6

### Milestone: Develop a Community Board.



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- Identify and recruit a diverse, representational group of potential Community Board members.
- Hold the Community Board Orientation.
- Ensure that Community Board members understand their roles and responsibilities.
- Establish an organizational structure (including leadership roles and committee and/or work-group structures).
- Define the Community Board's relationship with other coalitions and collaboratives.
- Develop a formal method of communication among the Coordinator, Community Board members and the Key Leader Board.
- Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.
- Develop a documentation mechanism for the *Communities That Care* process.



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# Notes

# Develop a Community Board

Assigned benchmark: \_\_\_\_\_

1. What are some potential issues community members may have when addressing this benchmark?

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2. Why would these issues have the potential to be significant?

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3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?

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Slide 4-7

### Community readiness for prevention

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- Attitudinal readiness
- Structural/organizational readiness



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# Notes

## Community organization for the *Communities That Care* system

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4-8



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# Notes

# Work Group Descriptions

**The following work groups will carry out tasks for the Community Board. Some communities will have a different structure with slightly different responsibilities, but the following is a basic structure followed by many.**

### Work Groups

#### **Executive Committee**

*The Community Board Executive Committee is made up of no more than eight members. It includes the positions of Chair, Vice Chair, Recorder and Coordinator. It may also include chairs from the work groups. This group sets an agenda for the Community Board, provides oversight and accountability for Community Board activities, and reports regularly to the Key Leader Board on progress related to milestones and benchmarks.*

#### **Risk- and Protective-Factor Assessment**

*The Risk- and Protective-Factor Assessment work group collects risk- and protective-factor data, analyzes the data to identify priorities, and helps the Community Board and/or stakeholder groups complete the prioritization process.*

#### **Resources Assessment and Evaluation**

*The Resources Assessment and Evaluation work group inventories and assesses existing resources that address the community's identified priorities. It identifies gaps in current responses to priorities in preparation for selecting tested, effective programs, policies and practices. It also evaluates the implementation and evaluation of tested, effective programs.*

#### **Community Outreach and Public Relations**

*The Community Outreach and Public Relations work group involves community stakeholders in the Communities That Care effort, promotes the Communities That Care system, and educates and updates the Key Leader Board, stakeholders and public about the work of the Community Board.*

#### **Funding**

*The Funding work group identifies funding needs. It manages the acquisition and use of public and private funds. These funds are used for planning and for the implementation and evaluation of the selected programs, policies and practices.*

#### **Community Board Maintenance**

*The Community Board Maintenance work group builds and sustains a healthy and effective Community Board, including finalizing the Community Board's organizational structure, establishing communication and reporting protocols, and developing a process for recruiting and educating new Community Board members.*

#### **Youth Involvement**

*The Youth Involvement work group recruits youth for all aspects of the Communities That Care effort. It works with other work groups to identify diverse roles for young people, skills and training needed by young people and appropriate recognition.*



## Stages of team development

- Forming
- Storming
- Norming
- Performing

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4-9



Slide 4-9

# Notes



Slide 4-10



# Notes

## Milestone: Educate and involve the community in the *Communities That Care* process.

- Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.
- Inform community members of the *Communities That Care* process.
- Develop mechanisms for involving community members.
- Create a plan for involving youth.
- Ensure that the Community Board has developed a process for ongoing communication with the community.
- Develop an orientation mechanism for new Key Leaders and Community Board members.

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4-11



Slide 4-11

# Notes

# Educate and involve the community

Assigned benchmark: \_\_\_\_\_

1. What are some potential issues community members may have when addressing this benchmark?

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2. Why would these issues have the potential to be significant?

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3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?

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## Community Board next steps

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Community Board participants will:

- identify necessary resources
- identify specific barriers or issues to resolve
- set a date for the task's completion
- complete the Community Board Next Steps worksheet
- ensure that copies of work plans are collected and distributed to other work groups
- determine the next date when each group will meet.

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4-12



Slide 4-12

# Notes



Slide 4-13

### Next up

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The role of the Process Facilitator in Phase Three of the *Communities That Care* process

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4-13

# Notes